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ABSTRACT

This publication describes award winning IMPACT II projects developed by teachers in the Fairfax County (Virginia) Public Schools in 1991. IMPACT II is a teacher program that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II enables teachers to share professionally with each other and to serve as teacher leaders. The projects highlighted were funded by grants to teachers who sought to develop their own creative and innovative ideas or to purchase materials to enhance their teaching The publication opens with a description of the type of grants available, which include developer grants to those developing a program and adaptor grants for teachers wishing to adapt programs in the catalog to their classrooms. The document describes programs funded in 1991 organized by school level: (1) preschool; (2) elementary school; (3) intermediate school; and (4) secondary school and high school. Each description names the teacher who developed the program; describes the program, students, staff, materials, facilities, and outside resources needed; and discusses the program's overall value. Names, telephone numbers, and addresses of the program developers are provided. Also more briefly noted are adaptor grants listing the project adapted, the originator of the project, the name of the adaptor, a short description of the project, and information for contacting the adaptor. (JB)

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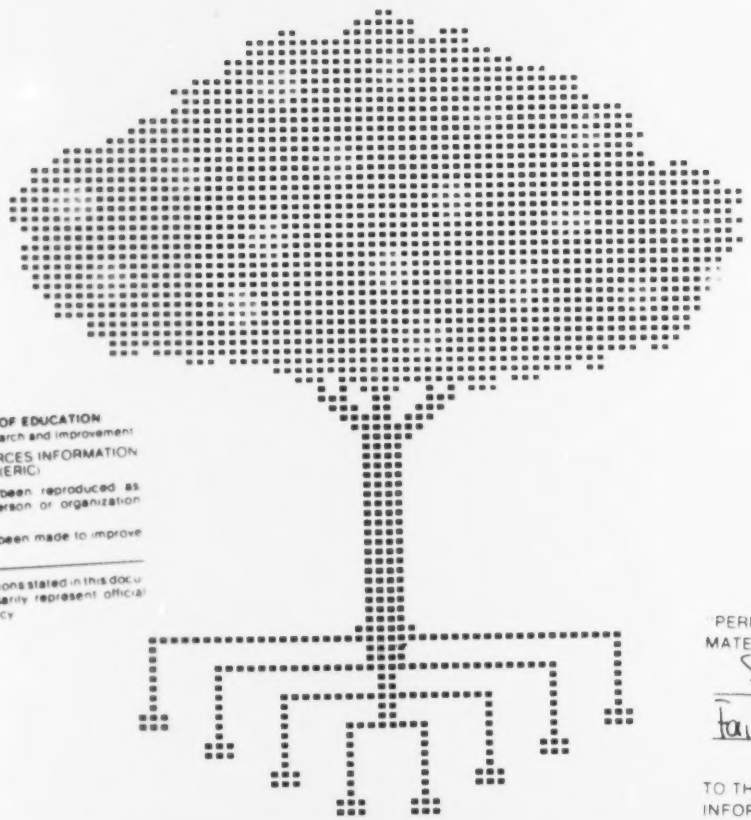
Fairfax County Public Schools
Fairfax, Virginia

1991

IMPACT II

A Network for Innovation and Growth



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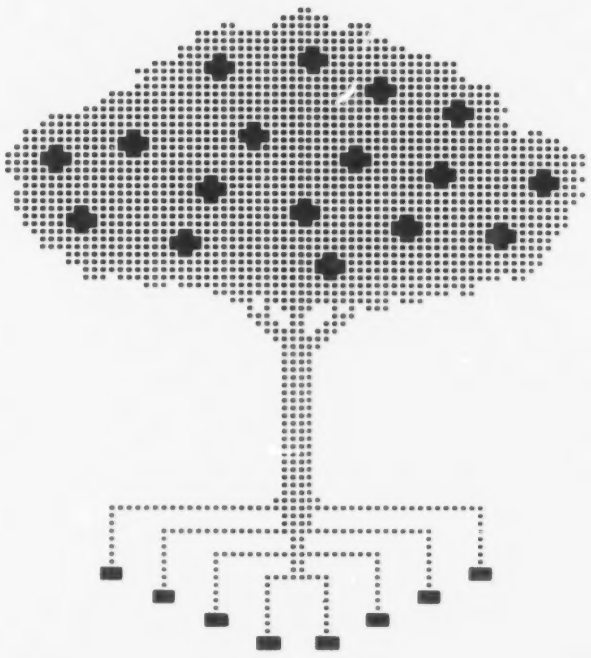

IMPACT II

A Network for Innovation and Growth

A GRANTS PROGRAM SUPPORTED BY THE FAIRFAX COUNTY PUBLIC SCHOOLS EDUCATION FOUNDATION, INC.

IMPACT II

In Fairfax County
1991

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We gratefully acknowledge the support of the Fairfax County Public Schools Education Foundation, Inc.

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* Denotes a special education program

Production by Office of Media Services
Design by Jenny Chun
Photos by James Corrie and Tom Schudel

IMPACT II

in Fairfax County

The Impact II program has received the generous support of the Fairfax County Public Schools Education Foundation Inc. since 1984. More than 300 teachers have been awarded grants for innovative and creative teacher strategies. It is a proven means of sharing imaginative ideas.

This catalog is a collection of recently funded proposals. Impact II teachers use the grant funds to purchase a wide variety of teaching materials to enhance their teaching.

Developer Grants

Any instructional-level staff member (FECEP, librarians, K-12 teachers) may submit a proposal. To receive consideration for funding, the high quality program must have been used in their classrooms and have been proven to be effective with the students. The funds may be used to purchase supplemental materials such as books, classroom supplies, and games. Honorariums for guest speakers and limited use of field trips may also be financed with grant funds.

Grants for approved proposals are awarded twice during the school year. Proposals may be submitted any time prior to the application deadlines. Please watch the *Supergram* for program announcements.

Adaptor Grants

Teachers interested in adapting any of the programs in this catalogue may apply for an adaptor grant.

The adaptor teacher selects a program appropriate for his or her classroom. Both funds and

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time are provided for the developer and the adaptor to meet, discuss, and tailor the program to a different classroom situation.

Teachers interested in adapting any programs in this catalog should contact the Impact II Office at 698-0400 ext. 8709 for more information.

The Selection Committee

one elementary school teacher per administrative area

one secondary school major department chair per administrative area

one representative from the Department of Instructional Services

one representative from the Department of Student Services and Special Education

one representative from the Office of Human Relations

one representative from the Office of Vocational Education

two recent Impact II grant recipients (one elementary and one secondary)

Each member receives a complete packet of grant proposals. The packets are sealed until the members receive them on the meeting day.

The Awards Banquet

Each developer grant recipient is honored at an annual banquet. The honoree is presented with a certificate recognizing participation in the Impact II program.

The Network

Impact II teachers become part of a national network of teachers who share their creative and innovative programs and strategies in a variety of ways.

Each site produces an annual catalog of award-winning programs. The catalogs are distributed to all schools in the system, as well as to Impact II offices across the nation.

In addition, the New York headquarters publishes a quarterly newsletter of program activities and special events involving Impact II teachers. Teachers from school systems across the country are invited to submit articles for the newsletter. Fairfax County teachers are frequent contributors to this publication.

Approximately every year and a half, several hundred Impact II teachers gather at a national convention to engage in discussion groups and workshops designed for sharing experiences, creative ideas, and innovative programs.

Program Profiles

This catalog contains award-winning proposals. They are arranged by academic level (preschool, elementary, intermediate, secondary, and high school). Special education programs are included but do not appear in a separate category. Adaptor grants are listed separately.

ONE, TWO, THREE...SMILE

:: Linda Steinberg

The Program

One, Two, Three...Smile helps children in a preschool handicapped program to follow directions through the use of photographs of themselves and their daily activities. The program stimulates language development, visual memory, and sequencing skills. A Polaroid picture is taken of each student when school starts in the fall. It is important for these young children to see the picture appear immediately and that these photographs be used each day during the daily opening language circle. Children are involved in many activities using these pictures, including recognizing their own pictures and placing them on a poster board school bus, recognizing and naming classmates' pictures, finding pictures in a series, and sequencing pictures on a daily activity chart of photographs.

Pictures are taken during special activities such as field trips and school birthday parties. These pictures are hung around the room and placed in an album to be used to stimulate communication and labeling skills. For non-verbal children, photographs are used to develop personalized communications boards. Pictures are sent home for developing carryover skills. Physical therapists take pictures showing students in adaptive seating positions to help parents with appropriate positioning at home.

The Students

Each preschool class is made up of eight children. The school program consists of six classes. The program includes children who are two to five years of age and who have various handicapping conditions.

The Staff

The program developer is an experienced teacher of preschool handicapped children and has used the program in three different preschool settings. The program is implemented in the classroom by the teacher and an instructional assistant.

A slide presentation on the preschool program was also produced and used for staff orientation.

Materials and Facilities

The required materials are a 35mm camera, a Polaroid camera, film, photograph albums, construction paper, and poster board. The program is implemented in the preschool classroom and school environment.

Outside Resources

Outside resources are not necessary for the success of the program. Pictures are taken during the normal school day and on regularly scheduled field trips.

Overall Value

One, Two, Three...Smile stimulates communication and cognitive skills with children in a preschool handicapped setting. The children use these skills during the school day as well as at home.

More Information: Linda Steinberg - Bonnie Brae Elementary School
5420 Sideburn Road, Fairfax, VA 22032 • (703) 978-2260 • Principal: Kay Eckler

PAC (PARENT AND CHILD) PUZZLE KITS

:: Diane Cini

The Program

PAC Puzzle Kits use a variety of puzzles, books and suggested outings to involve parents in helping their children improve spatial relations skills. Parents are given instructions on how to use the puzzles so they can help their child find the solution. After completion, the parent reads the book from the kit or takes the child on the suggested outing that correlates to the puzzle's subject. The parent completes a questionnaire regarding the number of attempts it took the child to complete the puzzle, the method used to complete the puzzle, and which method was most efficient. The questionnaire also includes a segment for comments about the book and the outing. After the child returns the kit, he or she receives a certificate to share with his or her parents. Upon completing seven kits and questionnaires the child receives a puzzle to keep and enjoy.

The Students

The program has been implemented in a class of fifteen early childhood children. They range in age from 3 to 5 years and have varying degrees of skill levels. This is an ongoing program and can be implemented in any pre-school classroom. The size of the group is only limited by the number of available puzzle kits.

The Staff

The program was developed and implemented by an experienced early childhood teacher. Parental involvement is a major part of the success of this program. Only the teacher and parent, working together to help the child in acquiring certain skills, are needed to execute the program. The administration favors the added involvement of the parent because it strengthens the relationships between home and school and between parent and child.

Materials and Facilities

To implement this program the teacher needs to assemble a variety of puzzle kits, of different developmental levels, for parents to check out for their child. Each kit, which is housed in a sealed bag, contains a puzzle, a book whose theme coordinates with the subject of the puzzle, and a suggested outing or activity that corresponds to the picture on the page.

Outside Resources

The outside resources available to help enrich this program are public and school libraries, which provide an excellent source of additional books for the puzzle kits. There is a need to locate places in the community that correspond with the puzzle's theme where parents can take their children and extend this learning experience.

Overall Value

There is a great need in the early childhood program to empower the parents to become an active participants in their child's learning experiences. This program, under the teacher's supervision, gives the parents the materials and the opportunity to teach their child the correct developmental steps in assembling puzzles. The parents also help their child by reading to the child or taking a trip that brings the subject of the puzzle to life. This real and meaningful program builds self-esteem in parents, as they become much more willing to help their child learn a new skill. The children's spatial relations skills improve and with this success, they become eager to try more difficult puzzles.

More Information: Diane Cini - Hunters Woods Elementary School
2401 Colts Neck Road, Reston, VA 22091 • (703) 860-1030 • Principal: Linda Goldberg

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PROJECT CHALLENGE

Willa Downes

The Program

Project Challenge encourages parents of preschoolers to work together to do additional and more extensive activities with their children than is required by regular class assignments. These extensive home projects are designed to develop specific skills for the student. Parents select a month long project e.g., book making, trips to community functions, and cooking from the project booklet that was adapted from the Academic Challenge Packet, used in many elementary schools. An extensive reward system, that includes certificates, recognition at a school assembly and a special breakfast before school, has been developed for both children and parents who complete a project.

The Students

This project was used by one Family and Early Childhood Education Program (FECEP) classroom. Eleven of the eighteen families completed at least one of the monthly projects. The program would also be very effective with kindergarten and first graders.

The Staff

An experienced FECEP teacher created and developed the program, which is carried out with the assistance of the classroom teaching assistant and parents. The principal supported the program and has made it part of the awards assemblies.

Materials and Facilities

Printing costs must be included for the project booklets, awards, and certificates. There will also be basic costs for materials that are sent home for some projects and for a special thank-you breakfast. Basic office equipment is also used to help in production of the projects.

Outside Resources

All resources for the program are readily available within the school setting, but outside resources could easily be incorporated into an expanded program.

Overall Value

This project encouraged parent-child interaction and parental involvement and included the family in the decision-making process. Projects that encourage students to assume responsibility over a longer period of time will be rewarded and will give the whole family a sense of accomplishment.

More Information: Willa Downes - Bucknell Elementary School, 6925 University Drive, Alexandria, VA 22307 • (703) 768-3600 • Principal: Juanita Trapp

A.S.K. (AFTER-SCHOOL KNOWLEDGE): EVERYTHING YOU WANTED TO KNOW BUT WERE AFRAID TO ASK

Joan Russell

The Program

A.S.K. is an after school tutorial program that provides students with an additional opportunity to ask questions and to resolve any problems that they are experiencing in the areas of reading, math, or writing. The focus of instruction is on the teaching of strategies and critical thinking skills that are transferable to all disciplines. There is a heavy focus on the use of manipulatives. Improving the academic achievement of at-risk students is accomplished through personalized three-dimensional activities. At-risk students often need hands-on involvement to become motivated to learn.

The Students

Twenty students are receiving tutorial assistance. The students are in grades one through six. The achievement levels of these minority and at-risk students fall within the lower twenty-fifth percentile on either national, state, or county achievement tests. Service is also given based on teacher recommendations. Students meet two afternoons per week. The strategies and lessons focus on developing critical thinking, computational skills, and the writing process.

The Staff

The developer of **A.S.K.** is a classroom teacher. The implementation and support comes from the administration and from the school-based Human Relations Committee. Twenty teachers and two administrators participate in tutoring students after school.

Materials and Facilities

Classrooms and the library are used. Specific materials include high interest, low-reading-level materials; place-value building blocks; attribute blocks; *USA TODAY* newspaper; phonic disks and picture cards; basic computational computer software; logical-thinking puzzles and games; overhead projector transparencies; magnetic board manipulatives; incentives; and awards.

Outside Resources

Twenty parents have the responsibility for providing snacks. Two parents have volunteered to be guest speakers on various topics of interest.

Overall Value

Student test scores and quality and quantity of daily performance have increased among participants in the **A.S.K.** program. Improved self-esteem has been evident through an increased number of targeted students participating in extracurricular activities and leadership roles. The program motivates students to inquire about problems that they have encountered during normal classroom lessons. During the afternoon sessions, students are surrounded by faculty members who are willing to give up additional after-school time. Students and parents learn that **A.S.K.** provides a caring and learning environment.

More Information: Joan Russell - Rolling Valley Elementary School
6703 Barnack Drive, Springfield, VA 22152 • (703) 451-7410 • Principal: Mary Dill

BUILDING A MULTICULTURAL ART PROGRAM

Kaye McKendrick

The Program

The program, **Building a Multicultural Art Program**, promotes an understanding and appreciation of various people and cultures. The students are first given background information about a particular artist before viewing a reproduction of the artist's work. In most lessons the students learned a different technique, one that the artist(s) used. For example, they learned about Chinese art and the strokes involved in making that art when we discussed Yani. They learned the techniques the ancient Greeks and Romans used in making mosaic tiles. This included learning to prepare the clay and to seal the tiles with grout. When making Japanese booklets, the students measured and folded their paper much like the Japanese. In essence, each technique and proficiency of that technique translated into knowledge learned about the era, the culture, and the artist. Later the students create their own works of art, applying techniques and using materials similar to those of the artist. Near the end of the project, the students discuss or write about the data they discovered.

The Students

The program is implemented throughout the elementary school program. It can be adapted for intermediate and high school students.

The Staff

The art resource teacher developed The Program and is supported by the classroom teacher. No additional staff members are needed.

Materials and Facilities

The program is implemented in a standard classroom. Students produce works of art at their desks and use mostly art supplies that are available in the school. A number of art history books, art reproductions, artists' biographies, slides, posters, post cards, and maps are needed to provide information on a variety of artists.

Outside Resources

Field trips to area art galleries are an excellent way to enrich **Building a Multicultural Art Program**.

Overall Value

Cultural diversity is stressed as the students are exposed to cultures that are different from their own. The program has impact on many of the students through improved self-esteem. Minority students become more involved in the lessons, and their work seem to indicate they have more interests when the lessons focus on a minority artist.

More Information: Kaye McKendrick - Cub Run Elementary School
5301 Sully Station Drive, Centreville, VA 22020 • (703) 830-4000 • Principal: Janet LeBel

COMMUNITY CONNECTIONS (CITIZEN INTERVIEW)

John Brennan

The Program

Community Connections involves students in the collection and dissemination of data from primary sources within their own communities. Students create surveys or interviews and are then given the responsibility of contacting citizens and organizations to complete the model. The program emphasizes the use of historical and scientific methods of discovery and can be directed to a variety of themes.

Our students chose to explore the history and contributions of African-Americans in our community. After reading a collection of interviews of former slaves, *To Be a Slave*, by Julius Lester, they decided to target African-Americans aged 35 or older for the interviews so that an idea of what the civil rights movement meant to these people could be obtained.

The Students

Twenty-eight fifth grade students, aged 10 to 12, participated in this program. Time allotted to the project will vary. This program is suitable for grades four and above and may be adapted to large or small groups of any achievement level.

The Staff

John Brennan, an experienced fifth grade teacher, developed the program. He has also been the recipient of grants for **100 Postcards**, honoring the centennial of the Statue of Liberty, and for the **Ecological Action Lab** project. Mr. Brennan was one of fifty teachers from throughout the United States to be selected for Impact II's, **Creating the Future of Teaching,** project in Salt Lake City, Utah.

Materials and Facilities

Camera, tape recorder, video equipment, telephone, office supplies, envelopes and stamps will be needed to implement the program. The public library is an excellent resource for supplementary information.

Outside Resources

Individuals and organizations in the community are key ingredients for the program. Because of the topic selected by the group, we were able to get speakers from the NAACP, National Rainbow Coalition, National Organization of Women, and George Mason University. Parents play a major role in this program because they will be needed for trips to the interviews and to explore other resources.

Overall Value

The overall value of **Community Connections** is that it impresses students with the importance of their own contributions to the community. It builds bridges between the children and adults in the community. Students begin to realize they are a link in the chain of history.

More Information: John Brennan - Bonnie Brae Elementary School
5420 Sideburn Road, Fairfax, VA 22032 • (703) 978-2260 • Principal: Kay Eckler

ESL STUDENTS ARE PIONEERS

Shirley Thomas

The Program

The program is designed to integrate language acquisition activities with information about exciting aspects of America's past. ESL students discover how their culture was involved in the history of the United States, while focusing on the unit, Westward Bound. They are encouraged to make comparisons between the life of the pioneers and their experiences as immigrants today. As the students struggle to speak, write, and share information about their backgrounds, they learn history and world geography facts and show an amazing increase in language skills. The program is easily adapted to meet the needs of students at any grade level and with wide diversities in English proficiency.

Many and varied activities are designed to relate the ESL student's homeland to the United States. Map skills are stressed in comparing the westward movement of the settlers to the journey of each student. Cultures are contrasted by using folk songs, foods, clothing, and economics. Group activities include discussions on what they like about the new country and what is missed from their native land.

The Students

Forty-four ESL students, grades one through six, from sixteen different countries, meet every day in a pullout program. Their languages include Bulgarian, Fanti, Japanese, Arabic, Korean, and Spanish. They are grouped by age and English proficiency level. The individual's ability level, socioeconomic status, and family structure have a direct bearing on how rapidly the English language is learned. These factors, and the varied learning styles of the different cultures, necessitate the use of both independent and cooperative teaching methods.

The Staff

The program design is based on the successful methods used in teaching immigrant children in the United Kingdom and Australia. Social studies, along with the interest in one's own family and travels, provides an excellent vehicle to quickly learn the indigenous language and culture of the host country, while furnishing an excellent tool for social adjustment.

Materials and Facilities

World and United States maps, books of folk songs, resource materials about food, home implements used by the pioneers, and social studies materials about other cultures were obtained from the ESL department, the public library, Food Services Department and the school librarian. All the materials were used to demonstrate or to create learning experiences that were meaningful to all cultures.

Outside Resources

Adults from the community who had immigrated to this country were delighted to share their experiences, backgrounds, and successes with the students. Parents of the students provided resources and served as a valuable link between the school and the home.

Overall Value

Students assimilate a language faster and adjust to the social patterns of their new surroundings when they are given an opportunity to share, learn, and to be valued, while exploring many lands. The students use higher level thinking skills when they classify, deduct, compare, and contrast the information and experiences of their culture with those of their new country.

More Information: Shirley Thomas - London Towne Elementary School
6100 Stone Road, Centreville, VA 22020 • (703) 830-8487 • Principal: Gwendolyn Edmonds

FILMS FOR FUN

:: Betty Friedl

The Program

Films for Fun encourages students to use research skills to search for information on a specific creative writing project and then to develop a film strip to demonstrate and complement their final product. The retelling of a fairy tale, developing an original myth, or showing their creative writing skills are just some examples of works that have been completed. The students condense the information into a **Films for Fun** booklet with illustrations to portray the original work. A precut piece of film with a plastic case is then distributed to each student. Students copy their illustrations onto the film. The final step is to record their written information on audio cassettes. Students present their films to classmates, parents, or other classes. This project integrates creative writing, research skills, public speaking, critical thinking, and art.

The Students

The students are proud of their film strips and are always willing to share them with classmates. This activity enhances self-confidence and motivates imagination. "FILMS FOR FUN" has grown from being a sixth grade project to now being used in grades 4, 5 and 6. As other classroom teachers hear about the project, they are eager for their students to participate. It has been expanded to include research projects as well as creative writing.

The Staff

This program was developed and implemented by an experienced Librarian. Parent volunteers were used to cut the designated amount of film for each student and to label cases with each student's name. The program has the enthusiastic support of the administration.

Materials and Facilities

The program starts in the Media Center with instructions on how to make a filmstrip. Materials required are as follows: clear film strips, plastic film cases, permanent marker, and a work booklet.

Outside Resources

No additional outside resources are required to implement this program.

Overall Value

As a result of this experience, the students integrate language arts with creative writing, research skills, reading, public speaking, and art while following through on the process to make an original film strip.

More Information: Betty Friedl - Dranesville Elementary School
1515 Powells Tavern Road, Herndon, VA • (703) 709-7789 • Principal: Gioia Caiola Forman

FISH TALES

Janice MacDonald

The Program

Fish Tales uses a classroom aquarium to increase students' interest and motivation. Student actions after observing the fish in the aquarium support current research that doing and thinking about science activities increase other areas of academic performance. The minute the learning disabled students walk into this room, they are drawn like magnets to the fish. The program integrates science with all other academic areas while at the same time providing a link with other science kits that the children have worked with.

The Students

Fish Tales adds excitement to learning by providing a concrete, observable, stimulus that children cannot resist. As such, it is a tool form which I can initiate research and learning in other academic areas. Further, it provides more social interaction practice which is always a key issue with LD students.

The Staff

No other staff members are involved with the project.

Materials and Facilities

Books and other resource materials are needed because to the continual interest of the students. All other supplies, excluding the aquarium and the contents, are available within the school.

Outside Resources

The Baltimore Aquarium has valuable information on maintaining an aquarium and a great deal of materials are available from pet stores and the local libraries.

Overall Value

Fish Tales stimulates waiting skills, increases vocabulary, and provides an incentive for research and motivation for artwork production. It provides another opportunity to develop cohesiveness and social skills in the LDSC group.

More Information: Janice MacDonald - Forestville Elementary School
1085 Utterback Store Road, Great Falls, VA 22066 • (703) 430-4350 • Principal: Dave Kulp

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HANDS ON HISTORY: ART THROUGH THE AGES

Debra Masnik

The Program

This sixth grade program involves the students in three-dimensional learning about history through design, development, construction, and discussion of African masks, Chinese prints, Greek statues, Roman mosaics, Medieval brass rubbings, and Renaissance painting while studying the specific periods of time. The students create an art object, write, and enter into discussions about each period of history that is studied. The hands-on experience is especially valuable for improving the academic achievement of the low achieving, at-risk student and is very rewarding for all minority students.

The Students

Students from the gifted and talented program and from the regular base program were involved with the initial program.

The Staff

An experienced teacher of the gifted and talented program developed the program based on the integration of many subjects through the media of art.

Materials and Facilities

Basic art supplies are needed to develop the art portion of the program. Papier-mache, printing materials, plaster gauze, and wood blocks are some specialty items that are valuable to the program.

Outside Resources

Parent volunteers are a great help, especially on the one major field trip to the Walters Art Gallery in Baltimore. It is also beneficial to have a guest speaker from the Brass Rubbing Centre to speak to the students.

Overall Value

Hands on History: Art through the Ages motivates students to experience history through an integration of art, social studies, language arts, and mathematics. Art is a window through which to understand previous life on earth. The students learn to appreciate many ancient cultures.

More Information: Debra Masnik - Keene Mill Elementary School
6310 Bardu Avenue, Springfield, VA 22152 • (703) 451-3885 • Principal: Kathleen Satterwhite

HOW DO WE SPELL FUN?
"I-N-T-E-G-R-A-T-E-D R-E-C-E-S-S"

Elise Passentino

The Program

How Do We Spell FUN? is a hands-on program that encourages students with disabilities to participate in physical activities and team sports with their nondisabled peers. Through creative programming, all students become equal and integrated members of a team. **How Do We Spell FUN?** involves adapting team sports so that students with disabilities can experience success while interacting and playing with their peers. Also, this project allows students without disabilities to see their peers with disabilities in a more positive light. This project builds friendships and emphasizes the quality of each and every team member. Integrated recess activities are designed to build self-confidence and self-esteem for all students at Fairhill.

Some of the activities that were planned and implemented during the school year included: scooter board basketball and football, different types of relays, frisbee football, blacktop hockey, and sidewalk painting. Some modifications to the game rules were needed so that students with disabilities could fully participate. For example, every student on a team must touch the ball before a basket can be shot, and larger baskets — color-coded trash cans — were used to facilitate shooting.

The Students

Every student at Fairhill participated in integrated recess activities. Daily participation differed depending on student interest in the activity and participation was completely voluntary. Activities were planned and adapted so that all 50 students with disabilities could participate with the 400 general education students. Activities were planned and implemented three times per week by the adaptive physical education teacher.

The Staff

The program was planned and implemented by an experienced adaptive physical education teacher. This project has received the support of all the general education teachers. Many times, parents and teachers' assistants have participated in recess activities by helping students with disabilities or by acting as officials for team games. Both administrators at Fairhill fully support the planned integrated recess activities. Next year an additional staff member will work with the adaptive physical education teacher to expand the project and to develop new activities.

Materials and Facilities

Athletic equipment of all types is required depending on the activities planned. Examples include: scooter boards, hula hoops, rings, balls, frisbees, balloons, hockey sticks, wading pools, buckets, and sponges.

Outside Resources

No outside resources were used, but the program could be expanded to include local athletes, who would be invited to come to demonstrate their skills to the entire student body and to help with planned games.

Overall Value

The outcomes of integrated recess are numerous. This project emphasizes physical fitness and fun, but it is most beneficial in promoting empathy and understanding toward people with disabilities. It allows students to cooperate together in a fun, positive game-type situation, while building friendships, goodwill, and school spirit while enhancing self-confidence and self-esteem.

More Information: Elise Passentino - Fairhill Center
3001 Chichester Lane, Fairfax, VA 22031 • (703) 560-5282 • Principal: Susan Owner

KINDERGARTEN CREATURES TEACH SCIENCE AND MORE.....

Susan Doubles

The Program

Kindergarten Creatures Teach Science and More... introduces kindergarten students to motivational content about small creatures, with activities designed to support, extend, and enrich the skills being taught in language arts, science, mathematics, physical education, and music. Creature puppets are used to capture student interest, to enrich their knowledge base, and to stimulate daily oral and written language. The program also fosters cooperation and sharing. Students gain daily enrichment from a variety of activities, including listening to stories that are read to them or are played from audio tapes, flannel board stories, poems, prose, and fingerplay movement. Filmstrips and tapes about the creature being studied are also used to aid the students in their arts and crafts activities.

The Students

130 kindergarten students in five classes participate in this program. Students meet in whole-class and in small groups for varied activities.

The Staff

The developer of the program is an experienced kindergarten teacher and team leader. School music, physical education, library, and art specialists teach some of the program content within their regular sessions with kindergarten students.

Materials and Facilities

The program requires a number of physical resources, including literature and resource books, audiovisual equipment, models of creatures, and the *Ellison Press*. A wide range of art materials are needed to create creatures and to construct habitats. These include: construction paper, felt, paint, craft sticks, yarn, colored paper bags, and egg carton sections.

Outside Resources

No additional outside resources are required. However, parent volunteers can provide valuable assistance as students work in small groups.

Overall Value

This program is creative in its approach to teaching the skills and objectives of the unit through daily innovative 4MAT lesson plans motivated by realistic puppets which integrate science and literature into the various curriculum areas of language arts, math, science and art. The success of the unit and its desired outcomes include creating a positive effect on student awareness of the environment, an enthusiasm to learn, appreciation of literature, and the ability to value and respect the opinions and creations of others. **Kindergarten Creatures Teach Science and More...** is successful in establishing an appreciation and enthusiasm for learning in our young learners, which is developed through a motivating and integrated approach.

More Information: Susan Doubles - Dranesville Elementary School
1515 Powells Tavern Road, Herndon, VA 22070 • (703) 709-7789 • Principal: Gioia Caiola Forman

LOOK, I'M A COOK

Jeanne Sampson

The Program

Look, I'm a Cook is a cooking program that motivates students, integrates all areas of the kindergarten curriculum, and provides a vehicle to integrate handicapped and regular education students. Recipes encourage creativity, are fun to make, allow maximum participation by students, and expand on lessons in language arts by using literature and language activities. The activities also incorporate mathematics, fine motor areas, and socialization.

Cooking has proven to be a natural vehicle for integrating handicapped and regular education students. An international festival was organized for the entire school. Kindergarten students studied China and, at the conclusion of the unit, Chinese fried rice was prepared by both sessions of regular education kindergarten students and physically disabled students. Small groups assembled the ingredients and enjoyed the results as everyone snacked together.

The Students

The students who participated in **Look, I'm a Cook** included eight physically disabled kindergarten students and two classes of regular education kindergarten students. The physically disabled students' disabilities range from mild to severe, with delays in all areas. Appropriate individual goals can be met with these cooking activities. This program can be adapted to a wide range of age groups and achievement levels, as students work in large and small groups.

The Staff

The program developer is an experienced kindergarten teacher of physically disabled students. She is helped by a public health training assistant. The regular education kindergarten teacher and an instructional assistant help in large group activities. This program can be implemented without additional staff and has administrative support.

Materials and Facilities

Look, I'm a Cook is usually carried out in an adapted home living unit within the school, but special facilities are not necessary for its implementation. Materials needed are basic cooking equipment including pots, pans, bowls, measuring spoons, and a mixer. There should be access to a refrigerator, a cooking surface, and an oven. A hot plate, an electric frying pan, or a toaster oven could be used. Recipe ingredients are needed. Large rebus charts with recipes are used, as well as associated materials for lessons such as Big Books, stories, and other curriculum materials.

Outside Resources

Donations of ingredients made from parents or local grocery stores can supplement the program. Field trips to a local grocery store to shop for ingredients add another dimension to the program.

Overall Value

The **Look, I'm a Cook** program provides opportunities to practice academic skills in a natural setting in which kindergartners come to know that school learning has practical, creative, even delightful applications. Social skills blossom as children lose their fears and show a sense of pride and accomplishment. They experience taking turns, teamwork, and the joy of sharing. A side benefit has been an increased willingness to eat different types and textures of food by students who have been picky eaters and those who have been tube-fed.

More Information: Jeanne Sampson - Bush Hill Center
5927 Westchester Street, Alexandria, VA 22310 • (703) 971-0440 • Principal: Reggie Korovlov

MULTICOMPUWARE & ASSOCIATED SOFTWARE INC.

Donna Sue Bartlett

The Program

MCASI is a multilevel, computer program that uses the computer equipment that is available in the school and takes advantage of a business partnership to expose third grade students to real-life situations. Following the community banker's introduction of banking concepts, the services that are provided and the positive effect on the community, the class will plan all the mathematics concepts for the week based on different types of currency. Going shopping on the Apple computer-MathShop is a natural follow-up. The concepts are further expanded with a visit to the bank to see how computers are used. Language arts activities, are integrated into the activities and science projects are a part of the computer program. A field trip is then planned to see how computers are used in banks and a day for creating a class-bank is discussed. Other subject areas are then integrated with these programs and the effect the computer has on our lives.

The Students

A small group of third graders participated in the program this year. The program will accommodate small or large groups. The program is successful because students independently approach a variety of computers, boot-up correctly, and use a variety of steps to accomplish desired results. Much enthusiasm and interest has generated many stories and discussions about our future and technologies. Editing skills are enhanced and an increase in the ability to be self-directed and work in partnerships is evident.

The Staff

An experienced third grade teacher developed the plan and coordinated the details with the community representative, the area office computer specialist and a reading teacher.

Materials and Facilities

An extensive array of computer hardware and software is used to develop the program. A video camera and other basic school supplies were also used.

Outside Resources

The community resource people are the only additions to the program. Parent volunteers will be needed for large group field trips.

Overall Value

The overall outcome of the program was to involve our community on several levels, provide real-life practice in and enthusiasm for computer use, and to develop understanding and skills in many content areas. Learning to be self-directed and to work independently through a series of steps toward a desired goal, has been important for those who took part in the projects. Enthusiasm for writing stories and publishing them as well as sharing them with other classes has allowed for a variety of appropriate and meaningful learning experiences.

More Information: Donna Sue Bartlett - Lemon Road Elementary School
7230 Idylwood Road, Falls Church, VA 22043 • (703) 893-6883 • Principal: E. Wayne Burchett

PAC AND THE 3 R'S (PARENT AND CHILDREN AND READING, WRITING, AND REINFORCEMENTS)

- Lucille Bettis
- Judy Baldwin

The Program

PAC and the 3 R's is designed to involve parents and students in reading and writing activities that reinforce the language arts activities that are stressed during class time. Emergent readers are exposed to a wide variety of reading skills and strategies. Sound and symbol association, sequencing, story mapping, and recognition of main ideas need to be reinforced on a regular basis.

Our project makes doing assignments fun for the entire family. Each of the PAC packs contains a book, a stuffed animal or manipulative, and a sheet of activities. Each child can take home a PAC pack for two nights. Children not taking home PAC packs are given special reading books to take home.

PAC starts with an October parent in-service meeting to explain the program. For parents who cannot attend, the project is explained at parent conferences. When the packs start going home, the students get very excited. They enjoy walking proudly out the door with Striper the Cat and *The Kitty Journal* or with Teddy the Bear puppet and his favorite book of poetry, *Bear in Mind*.

The Students

This program has been used successful with several kindergarten and first grade classes. These students were of all ability levels so that the project has been tailored to meet the needs of the high, average, and potentially at-risk student.

The Staff

The program was designed by a first grade teacher who used the reading specialist for support and to help develop the packs. Volunteers have also helped in putting the packs together. The administration has been very supportive of the program.

Materials and Facilities

The materials required are the stuffed animals, puppets, books, flannel board stories, activities cards, and bags in which to carry the materials home.

Overall Value

The emergent reader is expected to learn a large body of information in a few short months. It has been estimated that a child acquires 60 percent of what is learned at home. **PAC and the 3 R's** allows young children to rethink the daily school work in the security of their own homes. This program also permits parents to become partners in the learning process and to form a better understanding of what is being taught at school.

More Information: Lucille Bettis and Judy Baldwin - Brookfield Elementary School
4200 Lees Corner Road, Chantilly, VA 22021 • (703) 378-6515 • Principal: Brian Hull

P.A.H.S.
(POEMS AT HOME AND SCHOOL)

Jo Ann Abrams

The Program

P.A.H.S. is a take-home program developed for the purpose of promoting the joy of poetry and language. Because of the direct involvement and the encouragement of the parents, language arts skills and fluency are reinforced. The teacher selects a poem to enrich a unit of study. It is read, discussed, and enjoyed at school. A **P.A.H.S.** folder that contains one laminated copy of the poem, a letter of procedure to parents, and a family response sheet are sent home. At home, the parent and child read the poem, discuss it, and write comments on the response sheet. The folder is returned to school and passed on to another student and parents. A check-out form is maintained by the teacher to keep track of the circulation process.

The Students

Initially, The program was launched with small groups of second graders in a reading and Chapter 1 class that met forty minutes daily. It was so well received by students and parents that **P.A.H.S.** was used with first graders in a Chapter 1 small group setting and third graders in a remedial reading class setting. The program has continued to expand to include poetry and Black history units at other grade levels. **P.A.H.S.** is adaptable. It can be implemented with all ages, grades and levels of achievement.

The Staff

A reading teacher and a Chapter 1 teacher, each with many years of experience in the teaching of all levels of reading, developed and implemented the P.A.H.S. program. The program can be implemented without any special staffing or additional support.

Materials and Facilities

No special facilities or accommodations are necessary for **P.A.H.S.** The necessary materials include poems obtained from the classroom library, media center, and teacher resource books; folders (manila or two-pocket type); laminating film; covers; and paper.

Outside Sources

No outside resources are required.

Overall Value

P.A.H.S. has had many observable positive effects. The students are enthusiastic, ask to read and reread poems, and anxiously await their turn to take the poems home. They are getting practice in reading, and they are using the poems as a springboard in their writing and other language activities. In addition, **P.A.H.S.** is providing meaningful interaction between parent and child.

More Information: Jo Ann Abrams - Cheney Elementary School
1741 Meeres Road, Fort Belvoir, VA 22060 • (703) 799-0862 • Principal: Charles Gray

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READ TO MAP, MAP TO WRITE

:: Jean Randall

The Program

As students **Read to Map**, they improve their comprehension by pictorially mapping the sequence of settings and events after reading a book. As they **Map to Write**, they develop ideas by ordering settings and events on pictorial maps as a precursor to writing well-organized stories. The developer's idea for this project came from reading *Chesapeake* and *Centennial*, in which Michener furnishes his readers with maps showing where events will take place. With mapping experience, students become more adept at locating information in reading text and making decisions in choosing events important to the plot. The next step is to guide the students into mapping as a prewriting activity.

The Students

The program was initially started with third graders but can be adapted to any grade level.

The Staff

The program was developed by an experienced third grade teacher and author.

Materials and Facilities

Usual school supplies are needed for the mapping projects. Supplemental books and other materials would be needed for more integrated projects. Duet and trio book sets are needed for group activities.

Outside Resources

Field trips and author-speakers are a great aid to the program.

Overall Value

Students increasingly recognized their strengths and were able to capitalize on them. They developed respect for the uniqueness of others in thinking and performing. Motivation in reading and writing and an increase in student enthusiasm and self-esteem are two benefits of this highly successful program.

More Information: Jean Randall - Wolftrap Elementary School
1903 Beulah Road, Vienna, VA 22182 • (703) 938-2224 • Principal: Nancy Poole

SCIENCE BUDDIES

- **Linda Snider**
- **Emily Lipson**

The Program

Science Buddies is a cooperative learning program integrating science with language arts for intermediate students. The older students create activity cards for a set of science books, then become partners with primary students to help them complete the activities on the cards. The sixth graders are first given sample cards and science-related books. They are guided by their teacher to develop vocabulary, science questions that are appropriate for second graders, and extended enrichment activities. They decide what materials are important and develop products by computer or by hand that are attractive, interesting, and durable. Prior to use with the younger students, their materials are reviewed by the classroom teacher for appropriateness. When the cards are ready, the two classes meet, and the older students help the younger ones scan for answers to questions and then guide them in writing complete sentences and in spelling correctly. The library, both classrooms, and the surrounding school grounds are used to complete the projects. Several class periods are used for this project. At the end of a week, the second graders present their projects to both classes.

The Staff

A second grade teacher and a sixth grade teacher of the gifted and talented developed the program. The program is supported by the administration and needs no other staff support.

The Students

One second grade class and one sixth grade class participated in this program, but this could be adapted for any two grade levels or any number of classes.

Materials and Facilities

The program is implemented in a regular classroom, outside the classroom (for nature projects), or in the library. In preparing the cards, students must have access to typing or computer paper, markers, black pens, science books, and sample cards. The teacher laminates the completed cards.

Outside Resources

No additional outside resources are required.

Overall Value

Feedback from students indicates that both groups learn new content. The science curriculum is enriched through the addition of materials and many more books. One-on-one attention improves the younger students' enthusiasm and attitude toward learning, giving them the feeling that they can do it! Students are motivated to try to complete more of these activity cards independently at a later time. The older students learn organization skills, how to choose appropriate information, how to analyze and develop questions that include all levels of thinking, commitment in developing quality products and in helping younger students complete them successfully, and pride in seeing their work enjoyed by the younger students.

More Information: Linda Snider and Emily Lipson - Sunrise Valley Elementary School
10824 Cross School Road, Reston, VA 22091 • (703) 860-3333 • Principal: MaryAnn Chung

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TEACHING ABOUT FOLK WITH FOLKTALES

:: April Phillips

The Program

Teach About Folk With Folktales is a unique integrated language arts program that uses stories, crafts, songs, games, and food to stimulate pride and interest in the diverse cultural heritage of today's students. Students read and use research skills to collect, organize, and share information from many countries. Sharing stories they have heard from their families helps them to develop an understanding of human nature because often the same theme is retold in a different cultural setting.

The Students

Twenty-two fifth grade students participate in the program, which is shared with twenty first graders and many other third grade classrooms. The students involved with the program are predominately minority students and represent all levels of academic achievement and a wide range of racial and ethnic backgrounds.

The Staff

Teach About Folk With Folktales requires no extra assistance to implement. It reflects the goals of the school district and is enthusiastically supported by the administration.

Materials and Facilities

Required materials include books of folktales, paper, and implements for writing and drawing. Additional equipment that has been used successfully includes video equipment to record the projects, audio equipment to share folk songs, and cooking equipment to prepare ethnic food to complement the stories. Craft or sewing supplies may be needed if the students want to learn about the ethnic arts or costumes that are shown in the stories. All activities can take place in the classroom.

Outside Resources

Field trips and guest speakers would enhance the study but are not required.

Overall Value

Teach About Folk with Folktales develops an understanding of our special differences and encourages pride in ourselves and tolerance for others. Students are excited and have demonstrated a new interest in reading and talking to family members about their countries and in sharing the information they gain with their classmates. The folktale format can be adapted to create new solutions for story characters, to write a similar story or to increase vocabulary.

More Information: April Phillips - Glen Forest Elementary School
5829 Glen Forest Drive, Falls Church, VA 22041 • (703) 820-2996 • Principal: Judy Estep

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TECHNOLOGY EXPOSITION

- Gwynne Corridon
- Susan Friend
- Ann Gwynn
- Norman Jimeno-Canales
- Tracy Matheson
- Suzanne Morgan

The Program

The **Technology Exposition** is a yearlong total-school program that was created to expose all students to the valuable role that mathematics and technology play in their lives. Manipulatives, computer software, mental mathematics activities, and calculators were used to meet the various learning styles of the students and to provide them with positive learning experiences. Career awareness materials and guest speakers were provided by the business-school partnership program while mathematics experiences and learning were extended to the home through the use of family-oriented math activities.

The Students

The program extended to all 840 students in grades K-6. The range of activities lent itself to adaptation to all achievement levels and group sizes.

The Staff

The total staff became involved with the idea of fostering exemplary instruction and a cross-grade-level committee was formed to create the activities. Experienced lead teachers used the 4MAT model to develop lesson plans for the project. Parents provided technological input during the planning stages.

Materials and Facilities

Computers, software, manipulatives, overhead projectors, calculators, video recorders, and art supplies for banners were needed to make the program a success.

Outside Resources

Outside resources used throughout the year included speakers, parent technology experts, Area III specialists, and engineers from our school-business-partnership.

Overall Value

The **Technology Exposition** provided many opportunities for students to be successful using various problem-solving strategies. The students work together on motivating activities which teach and reinforce mathematics skills. They become cognizant of the need for mathematics in their everyday experiences and by using successful strategies, confidence is built and they see the need for continuing to study mathematics. Through experimentation and experience the program has become a part of each child.

More Information: Gwynne Corridon, Susan Friend, Ann Gwynn, Norma Jimeno-Canales, Tracy Matheson, and Suzanne Morgan - Dranesville Elementary School
1515 Powells Tavern Place, Herndon, VA 22070 - (703) 709-7789 • Principal: Gioia Caiola Forman

TREK ACROSS AMERICA

Kimberly Fleming

The Program

Trek Across America is a personal physical fitness program accompanied by an interdisciplinary approach to learning more about the United States. It enables students to be active and to increase academic knowledge simultaneously. Students are motivated to run, walk, wheel around a measured track on the blacktop, building up individual and class mileage as they "travel" within their class-designated "state".

In addition to the physical fitness improvement for the individual, mathematics, social studies, and language arts skills are developed through a variety of related activities. Measuring and adding mileage traveled, computing mileage between points of interest, graphing, solving word problems, reading maps, interpreting map scales, developing basic knowledge of U.S. geography, and writing about the adventure are just a few benefits of the program.

The Students

All 840 students in grades K-6 (including students who are wheelchair bound) participate in this monthly program. Students from all achievement and ability levels and all learning styles succeed through individual, cooperative, small and large group activities. The desire to trek the designated area and to learn more about an assigned state extends into after-school and home experiences.

The Staff

The program was developed by the physical education teacher. A staff ad hoc committee brainstormed potential ideas while planning the program. The staff and administration provided strong support throughout the program development and implementation.

Materials and Facilities

Trek Across America lends itself to any school facility that has room to trek safely around a designated area that can be supervised by one adult. Other school resources include library reference and trade books, CD-ROM with encyclopedia software, and a map of the United States painted on the blacktop.

Other Resources

Students frequently draw upon home libraries and tangible objects to provide additional information related to their assigned states.

Overall Value

The **Trek Across America** program is designed to help all students begin to develop an active life and view exercise as a healthy choice. It attracts many students who have not previously found success in personal exercise. The program also provides many opportunities for students to extend and apply content area learning.

More Information: Kimberly Fleming - Dranesville Elementary School
1515 Powells Tavern Road, Herndon, VA 22070 • (703) 709-7789 • Principal: Gioia Caiola Forman

VIDEO ANIMATION PUBLICATION

:: **Eileen Rothberg**

:: **Ned Stapleton**

The Program

The video camera as a publication device, in conjunction with the four-step writing process, is a highly motivational tool that enhances the writing program.

The children follow the four-step writing process in writing and editing their stories to the publishing stage. Instead of just publishing the finished manuscript as a book, an animated video is produced using claymation and stop-action photography techniques.

The Students

The program in its present form has been used successfully with groups of 15-20 second grade students. The proposed expansion of this activity will include 4th through 6th grade gifted and talented students, working with the second graders in active and supportive roles. This activity could be adapted and successfully implemented with any school-age group.

The Staff

The program was created, developed, and implemented by an experienced second grade classroom teacher. Experience in teaching in a gifted and talented center was a real asset in getting the program started. Assistance from the school staff and parent volunteers was needed to keep the shows flowing smoothly. The proposed expansion of the program will include the gifted and talented resource teacher and the older students and will minimize the need for other volunteers.

Materials and Facilities

The use of a camcorder and a tripod is necessary. The sets can be as simple as a two-dimensional mural mounted on the classroom blackboard or a 3-D set built on a classroom table from papier-mache or from unfired and painted potters' clay, either of which could be painted. Lights are also necessary for filming a 3-D set. No special facilities are needed to implement this program.

Outside Resources

No outside resources are required for this program. However, when first working with the program you may want another adult to help with the taping process. Also, the Children's Museum has a professionally equipped studio. If a proposal is submitted and accepted by the museum, their studio is available for the children's use.

Overall Value

Joining the 4-step writing process with the attractive video medium provides students of all ages and ability levels with a visually satisfying end product that allows immediate feedback and an increased understanding of whole language communication. While second grade students receive a concrete introduction to the writing process, gifted and talented students, through cooperative and leadership roles, are better able to review and apply their writing skills while acting as role models and giving mentor assistance.

More Information: Eileen Rothberg and Ned Stapleton - Weyanoke Elementary School
6520 Braddock Road, Alexandria, VA 22312 • (703) 354-6316 • Principal: Marta Guzman

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GOLD READERS: A CLASSROOM READING INCENTIVE PROGRAM

Charline Barnes

The Program

Gold Readers is designed for secondary students to read and share books of choice. By participating, students will have an opportunity to obtain books for establishing of their own home libraries. At the beginning of each quarter, the students need to select a level (gold, silver, or bronze) to achieve as described in the **Gold Readers** package. After selection, students must read the books and complete the projects as required by each level of achievement. A log, included in the package, needs to be completed for each book read or project completed. Quarter grades and paperback books are given based on students reaching their selected goals.

The Students

This incentive program was developed for reluctant readers in the middle school. This reading program is adaptable for all learning styles and may be best suited for upper elementary and middle school classes.

The Staff

Gold Readers was created and implemented by an experienced reading specialist. Parental involvement is needed to ensure that students are given the opportunity at home to do silent reading. A letter is sent to the parents informing them of the program along with suggestions to promote reading in the home. Since the program began, the administration has supported it by providing funds to purchase books for the students who have reached their levels.

Materials and Facilities

A **Gold Readers** package is distributed to each student at the beginning of the school year. It consists of a welcome sheet that describes the program and levels to achieve, a project list suggesting activities for students to do, a log for recordkeeping, and an award list and a book list from which a winner may choose a free book upon reaching his or her level.

Outside Resources

Students are encouraged to use the public library as another source for books.

Overall Value

The program has demonstrated that reluctant readers will show improvement in their attitudes toward reading and in their skill levels. Fifty-one percent of the students achieved the level desired, which is far greater than was expected. By giving book talks, displaying previous projects, and taking time to do silent reading in class, the readers became involved in **Gold Readers**.

More Information: Charline Barnes - Sandburg Intermediate School
8428 Fort Hunt Road, Alexandria, VA 22308 • (703) 360-5800 • Principal: Linda Whitfield

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MINDING YOUR P'S AND Q'S: PATTERNS, PIECES, QUILTS AND QUADRANTS

- **Priscilla Franks**
- **Kate Wilson**

The Program

Minding Your P's and Q's uses quiltmaking as a means for integrating guidance and mathematics instruction. It provides enrichment, incorporates right brain activities, and includes experiential learning opportunities for the intermediate math student. The students solve new problems and analyze new patterns, while developing an awareness of how they work and relate to others. They learn that patterns and angles in mathematics are measurable and consistent and that human beings are diverse, evolving, and unpredictable. After creating geometric designs, students learn how to quilt. Each makes a square to contribute to the class crazy quilt. The finished quilt is a testament to the uniqueness of each individual.

The Students

One hundred and five seventh grade students participate in **Minding Your P's and Q's**. The program requires ten consecutive class periods and is appropriate for larger and smaller groups.

The Staff

The program was developed by a guidance counselor and a math teacher. They are supported by their respective departments as well as the administration. The program can be enhanced by assistance from parent and staff volunteers.

Materials and Facilities

Any space is suitable for the project. An overhead projector, quilting supplies, as well as books and visuals about quilting enhance the project.

Outside Resources

A guest artist who can demonstrate quilting is essential. The Textile Museum and the Smithsonian offer many field trip options.

Overall Value

Minding Your P's and Q's provides an opportunity for affective education to be incorporated into the regular classroom setting. Experiencing geometry and developing interpersonal skills are important aspects of the program. Each student has the opportunity to learn in a group and to contribute a unique design. The wide variety of activities allows all students to feel successful.

More Information: Priscilla Franks and Kate Wilson - Cooper Intermediate School
977 Balls Hill Road, McLean, VA 22101 • (703) 356-8427 • Principal: Bernard Gross

THERE'S A S.L.O.B. (SUPPLEMENTAL LEARNING OPTIONS BOX) IN OUR CLASS!

:: Judith Drew

The Program

The S.L.O.B. (Supplemental Learning Options Box) enables students to choose from various outside resources and work independently in class. It is designed to meet the needs of students of all ability levels. Each folder in the S.L.O.B. contains a single reference source. Other resource materials, i.e., books, maps, cassette tapes, and manipulatives, are stored nearby. Students choose a folder, select an activity that is appropriate for them, then complete the assignment. If the class is focusing on the gilded age in American history, the S.L.O.B. for that unit includes a variety of activities for visual and auditory learning, i.e., *The Horatio Alger Story*, the music of John Phillip Sousa, the poetry of Emily Dickenson, the art of Winslow Homer, the writing and photographs of Jacob Riis, the novels of Mark Twain. Possibilities for any given topic range from simply reacting to an issue, document, or work of art to analyzing the impact of a particular artist or movement on American culture. Because questions are asked at many levels, the activities in the S.L.O.B. can be used to help reteach a topic to a slower learner or to reward and enrich those learners who master concepts quickly.

The Students

This program is very successful with seventh grade students but could easily be adapted to any grade level. The S.L.O.B. allows the teacher to differentiate instruction.

The Staff

The developer is an experienced teacher. The program can be implemented without additional staff support.

Materials and Facilities

This unit doesn't need any special materials except the facilities to play cassette tapes. One of the advantages of the unit is that it can be created from materials that are usually on hand.

Outside Resources

Materials are brought in from the National Gallery of Art, the Smithsonian Institution, the National Archives, and commercial documentary companies.

Overall Value

This program lets students learn at their own speed, allowing for some differentiated learning. The students have experiences with interdisciplinary units on an individual level and learn to appreciate the connections between the arts and history.

More Information: Judith Drew - Sandburg Intermediate School
8428 Fort Hunt Road, Alexandria, VA 22308 • (703) 360-5800 • Principal: Linda Whitfield

CHANCES ARE

- **Sherry Gorrell**
- **Nancy Oliver**
- **Chris Mackmin**

The Program

Chances Are is a cooperative learning project that strengthens students' understanding of probability, develops and refines interpersonal skills, and improves communication and transition from the elementary to the intermediate school. The program links sixth and seventh grade students through a three-part unit designed to increase understanding of fair and unfair games. The first part is a five-day agenda of cooperative learning and tactile experiences to promote seventh grade student understanding of probability and fair and unfair games. The second part is an individual preparation of examples of fair and unfair games. Class time is provided for design and testing of these games. The final products are evaluated by the designer, three peers, and a committee of adults. In the third phase, the ten best games serve as a focus for a probability fair at an elementary school. Seventh grade students meet sixth grade students in an afternoon activity planned and facilitated by the guidance counselor. The following morning, sixth grade students participate in the probability fair with the help of the game winners and assistants.

The Students

Fifty-two seventh grade students participated in the program. The classes worked daily for fifteen concurrent school days. Students were grouped in cooperative learning groups of four to five students each. Twenty-eight sixth grade students took part in the probability fair.

The Staff

An experienced mathematics teacher, an intermediate guidance counselor, and a sixth grade lead mathematics teacher are the developers. Additional staff members joined the seventh grade classes to help with part of the project.

Materials and Facilities

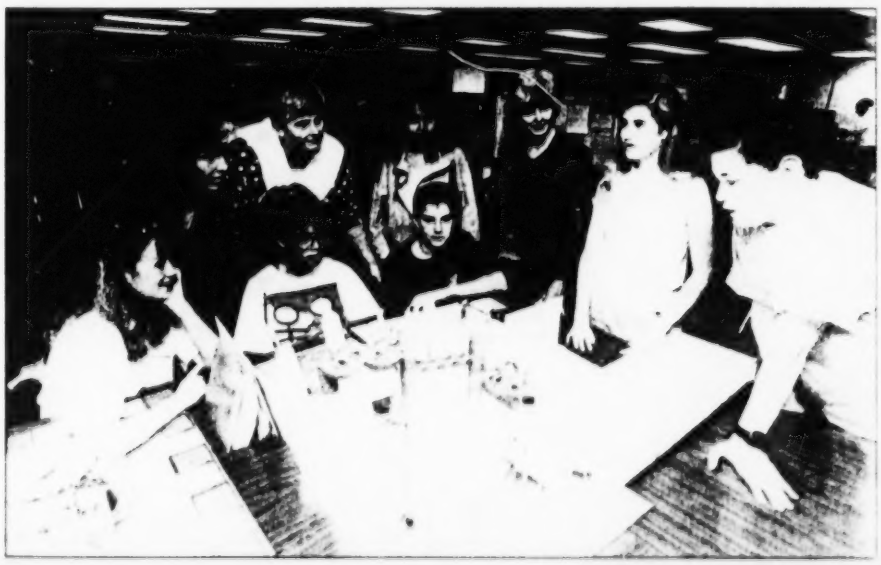
Seating arrangements for cooperative learning are essential to instruction. Necessary materials include chart paper, transparency spinners, transparency colored disks, pennies, dice, containers, *Get It Together*, *The Mathematics of Games and Gaming*, the film *Probability*, and a collection of books on game designs.

Outside Resources

The public library is a source of suggestions for student projects.

Overall Value

Application of mathematical objectives is essential to student understanding. **Chances Are** is a unit designed to meet objectives through cooperative learning, tactile activities, and the opportunity to communicate this understanding to younger students. Sixth and Seventh grade students enhance self-concepts through purposeful and positive integrated activities.



More Information: Sherry Gorrell - Cherry Run Elementary School - and Nancy Oliver and Chris Mackmin - Lake Braddock Secondary School
9800 Burke Lake Road, Burke, VA 22015 • (703) 323-9001 • Principal: Laura Thomas

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CRITICAL THINKING FOR LIFE

M. Sue Kunihiro

The Program

Critical Thinking for Life develops critical thinking skills, expands writing skills, and fosters cooperative learning as students prepare a college entrance SAT-type study guide for use by their peers. An interdisciplinary approach is used in the selection of readings as students are exposed to articles from professional journals in science, art, history, English, and mathematics. After a group has read an article, students cooperate to develop good questions that might be asked about the reading. The questions are then passed to another group to review and refine. The final study guide also includes tips for reading comprehension.

The Students

An early assessment of students showed that they had negative attitudes towards questions that require higher levels of thinking. In this project the students are formulating analysis questions on their own and see that it can be done. Sixty students, from all ability and achievement levels and including the learning disabled, are currently participating in the program. This highly successful program can be adapted for large or small groups in any secondary classroom.

The Staff

An experienced high school mathematics teacher developed the program after observing and listening to students who were concerned about being successful when they took the SAT. Colleagues from the science and language arts departments helped implement and enhance this team-taught thinking-skills course.

Materials and Facilities

The classroom is the main production center for the development of the study guide. Students use the computer lab for writing, the library for research, and copying and binding machines for duplication and final production.

Outside Resources

Outside resources include guest speakers from other departments in the school.

Overall Value

The reading comprehension section is very difficult on the SAT. This unit approaches reading and questioning from an analytic point of view. Students take the responsibility for their learning because they must anticipate what is needed from their readings before formulating the questions.

A positive side effect is reducing student anxiety during the actual test-taking session.

More Information: M. Sue Kunihiro - Woodson High School
9525 Main Street, Fairfax, VA.22031 • (703) 323-1911 • Principal: Gary Miller

EXPERIENCE JAPAN: CUSTOMS, PROTOCOL, LANGUAGE

:: Carole Hoover

The Program

Experience Japan: Customs, Protocol, Language is a unique, two-week summer program. This full-immersion role-playing simulation program consists of extensive preparation to transform the American high school student planning on living with a host family in Japan into an articulate, sensitive ambassador with expertise and competence. The teacher and students were invited to tour Okinawa and Japan and to meet and articulate their personal feelings to several mayors and diplomats. The students gained holistic insights and knowledge of the Japanese culture, customs, traditions, and language. They also donned Oriental clothing, and practiced etiquette the and protocol of greeting, eating, and sitting.

The previsit classroom was set up like a Japanese teahouse with a low table on the floor surrounded by zubutons (cushions). Traditional Japanese decor and music were used to create the proper atmosphere. Each day the students removed their shoes outside the classroom door, bowed and greeted the Sensi (teacher), and spent the rest of the day speaking Japanese and discussing the culture.

The Students

The students ranged from freshmen to seniors in high school. The common thread among them was their interest in the country and in traveling internationally. The students represented all levels of ability and achievement, and two students spoke and wrote some Japanese. Each student and the teacher lived separately with host families when they arrived in Japan. They met every morning at the Japanese high school with their host classmates for instruction and field trips.

The Staff

This interdisciplinary role-playing simulation was designed and developed for the Humanities Study and Travel Institute of Fairfax County Public Schools. The developer lived in Japan for three years and has studied the culture extensively.

Materials and Facilities

Audiovisual equipment and supplies were necessary to teach the program. A VCR, tape recorder, art supplies, and Japanese language books helped prepare the students for their visit.

Outside Resources

The Japanese Embassy wrote the speech that the teacher presented at all of the official functions throughout Japan. They invited the class to explore the Embassy and Japanese teahouse on the grounds. The class also ate at an authentic Sushi Bar.

Overall Value

This program enhances the development of critical-thinking skills by allowing the students to gain knowledge and awareness to synthesize and analyze their feelings and experiences in order to meld into the Oriental culture while living in Japan.

More Information: Carole Hoover - Marshall High School
7731 Leesburg Pike, Falls Church, VA 22043 • (703) 893-7400 • Principal: Jim Moulton

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HIGH SCHOOL TV NEWS

- Terry McConnel
- Dianne Mulligan
- Lisa Oram
- Chuck Snell

The Program

The **High School TV News** program encourages students to write effectively for the purpose of producing a school TV news show each day. The program is shown to the entire student body each day. The librarian meets with the group that is to produce the program and together they select appropriate stories. The students are taught scriptwriting, camera operation, and interviewing techniques. The production group meets with the writers and the script is selected. After the program is shot, the editing group prepares the final news program. The program is then aired through the in-school cable system.

The Students

Students developed a more positive sense of themselves as people who could produce a quality piece of work. They also developed perserverance and commitment through the process of multiple script revisions and filming retakes. The program is suited to any ability and grade level. Many of the most successful participants have been in the learning disabled program. To teach the full scope of the program, the students need to meet each day for about 50 minutes and for approximately three weeks.

The Staff

An experienced social studies teacher, who is also a librarian, and an English teacher developed the program. A computer aide helps the students who write their TV scripts on the word processor, and a library aide cablecasts the finished TV news show throughout the school each period of the day.

Materials and Facilities

A classoom is the only space required. A camcorder or combination TV camera with portable video recorder, and the in-school cable system are the necessary program. Supplies for backdrops, posters, and other production materials are available within the building.

Outside Resources

Obtaining a video production professional as a guest speaker is a real asset to the program.

Overall Value

As a result of the program, students will show an improvement in their writing and an increased motivation to produce a quality script. Another positive effect of the program is that it gives the students a sense of importance in the total school program while stressing the importance of good communications. All this is accomplished while the students proudly produce a polished, professional video.

More Information: Terry McConnell, Dianne Mulligan, Lisa Oram, and Chuck Snell - Mount Vernon High School
8515 Old Mt. Vernon Road, Alexandria, VA 22309 • (703) 360-5900 • Principal: Calanthia Tucker

THE BATTLEFIELD LOST AND WON —HISTORIC PRESERVATION IN VIRGINIA

:: Ronald Maney

The Program

The Battlefield Lost and Won is a study unit on the Civil War in Virginia that is designed to help students develop critical-thinking skills by encouraging discussion and debate on historic preservation issues. A variety of resources, guest speakers, case studies, maps, small group workshops, and field studies are used to examine the ideas of local historic resources in order to reach a better understanding of local Virginia history.

The Students

Eleventh grade students in two Humanities II classes participated in the eight-day program. Plans are being made for a similar group to carry out the unit.

The Staff

The project was carried out by two social studies teachers, with a great deal of support from Fairfax County agencies and George Mason University professors.

Materials and Facilities

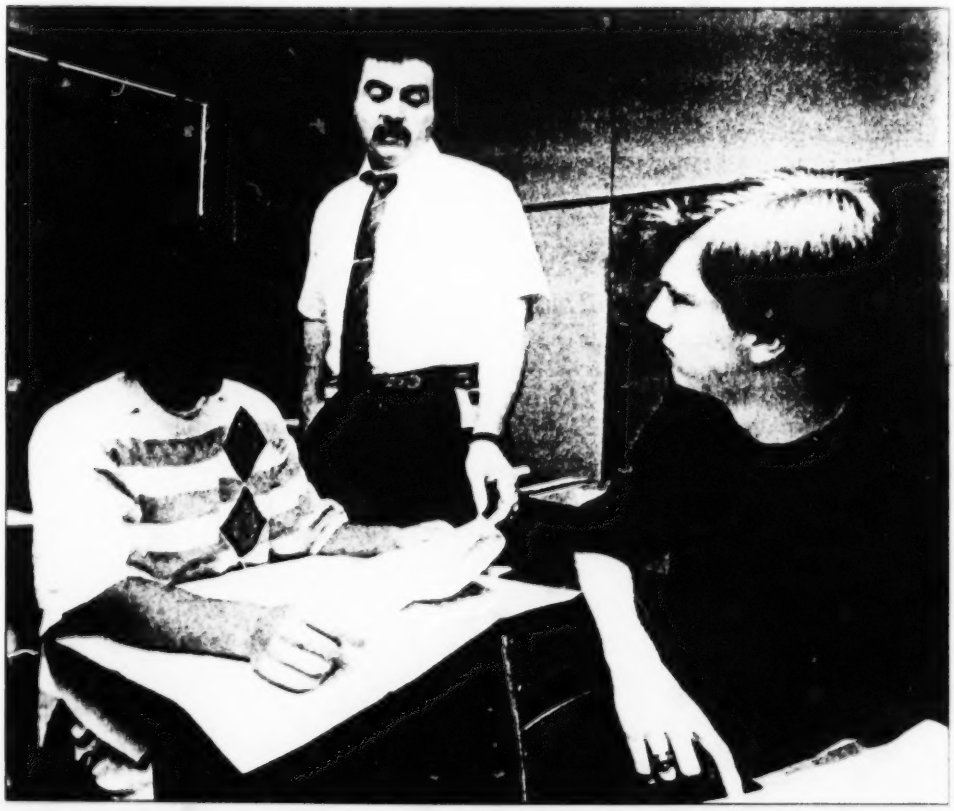
Most of the research on the historic sites can be done in the classroom or in the school library. Assistance is needed when the group visits local sites.

Outside Resources

Guest speakers from Fairfax County Park Service and the National Trust for Historic Preservation visit the classroom to provide information on the success and failures of society to maintain local historic sites.

Overall Value

Students are encouraged to develop their thinking beyond the textbook and to see local history as a valuable, sustainable resource. Students are asked to develop concepts that they can teach to others and to make recommendations that might deal with the economic and political issues that so strongly influence preservation efforts.



More Information: Ronald Maney - Thomas Jefferson High School for Science and Technology
6560 Braddock Road, Alexandria, VA 22132 • (703) 750-8300 • Principal: Geoffrey Jones

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THE BOOK AND THE MEDIA: COMPARING MEDIA

:: Michelle Norell

The Program

The Book and The Media: Comparing Media is designed to increase student awareness of the characteristics of writing and film by comparing a book to a movie that is based on the book. The program is structured as an independent study project that offers students a choice about the works they read and view and a choice about the format they use for presenting the projects they create. The program builds on the knowledge students have acquired about fiction and about film and asks them to apply that knowledge by adopting a new perspective, a new way of seeing the text and the film, as they adopt the roles of writer and director.

The Students

In the past two years, approximately 125 students of below to above-average ability have completed this project in regular heterogeneous English 9 classes. The program is adaptable to classes of any size, grade, or ability level.

The Staff

The program was developed and implemented by an experienced classroom teacher. It has been encouraged by the department chairperson and administrators because it supports the objectives of developing programs that appeal to different learning styles and that benefit at-risk students.

Materials and Facilities

As the program has progressed, it has required only a television with a VCR for student presentations and a few sets of books and movies for those students who were unable to obtain them independently. However, occasional difficulties have arisen when students were unable to find or rent the appropriate movies on the dates of their scheduled presentations. The purchase of some suitable movies and book combinations would alleviate time and rental pressures.

Overall Value

Feedback from students has been very positive. They enjoyed creating the projects, presenting them, and being an audience for them. Some have collaborated in shooting the scripts, as codirectors and as cast members. The program is an effective way to integrate and reinforce knowledge about the film and novel genres.

More Information: Michelle Norell - Langley High School
6520 Georgetown Pike, McLean, VA 22101 • (703) 356-1960 • Principal: Joseph Arangio

VIRGINIA YOUNG READERS VIDEO PRODUCTION PROGRAM

:: Grace Baun

The Program

The **Virginia Young Readers Video Production Program** uses books from the Virginia State Reading Association (VSRA) Young Readers Program, student-written plot summaries, and storyboards for video taping to enhance vocabulary, comprehension, organization, and critical-thinking and writing skills. Students read books and then work in groups to write a plot summary, to reach a consensus on the most dramatic scene or character, and to prepare a storyboard for video production.

The Students

Eighty-five students from three English classes and one reading class participate in the program. Students read the books outside of class. Teachers schedule group time and help students with the writing exercises. These activities generally require two class periods. An additional period is required for videotaping. The program can be expanded to include more classes and to purchase additional sets of the books.

The Staff

The librarians modified a program presented at the 1989 Virginia Educational Media Conference to meet the needs of a high school. Implementation is achieved through cooperative efforts of the language arts teachers and the librarians. The program supports the school's Annual Operating Plan and the program of Studies and has the approval of the administration.

Materials and Facilities

Implementation of this program requires multiple copies of each book on the VSRA Young Readers list, a video camera, and blank videotapes. Additional audiovisual equipment may be used to enhance productions, e.g., a cassette tape recorder, an overhead projector, or a slide projector. All necessary equipment is available in the school.

Outside Resources

This self-contained program eliminates the expense of outside resources.

Overall Value

Research confirms a direct correlation between a student's reading ability and performance on a standardized test. This program supports our commitment to raise standardized test scores. It will improve vocabulary and comprehension skills and will develop organizational and writing skills. **The Virginia Young Readers Video Program** exposes students to contemporary books with outstanding literary appeal and promotes recreational reading for lifelong learning. The program also exposes students to the technical aspects of video production and gives them an opportunity to develop their creativity through the medium of video.

More Information: Grace Baun - Lee High School
6540 Franconia Road, Springfield, VA 22150 • (703) 971-6000 • Principal: Larry Byers

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WATER SAINT OR WATER HOG

:: Robert Lamons

The Program

This program teaches the principles and uses of water while incorporating a realistic study of water consumption in the individual student's home. In addition to studying porosity, permeability, and percolation of water, **Water Saint or Water Hog** challenges the students to go one step further and use the information they have acquired to analyze the water use in their own homes. How much do they use, is it a good use, where does the water go after it is used—these are all questions to be answered to reinforce and build a new attitude about water consumption and conservation. The materials provided by the Virginia Water Resources Research Center make this crossover very easy. The books, *Waterwise* and *Virginia's Waters*, provide good background material and a list of activities to gather information that is returned to the classroom and used in a board game.

The board game uses dice and objects to be moved, while emphasizing the use of water in different rooms of a house. A player passing through these rooms picks up positive and negative water consumption facts. After the game is completed, the students use their points on a scale to find out if they are **Water Saints or Water Hogs**. The students are given time to write an essay concerning their results. The entire unit is capped off with a trip to the local Fairfax County Water Authority to see where water comes from and then to the local water treatment facility to see where it goes.

The Students

Age, grade, or student ability level are not factors in this program. The program was used this year with 70 ninth and tenth grade students but could be easily adapted to any classroom in grades 6 through 12.

The Staff

The program was developed over a period of several years as part of the standard water unit in Earth Science. Because of the teacher's interest and concern with conservation, he was asked to edit two state publications entitled *Water* and *Groundwater*, and he provided classroom activities for another publication. In the course of trying new ideas and methods he discovered this unique approach.

Materials and Facilities

A regular classroom is all the space that is needed. The pamphlets and other materials are available for teacher use, and the teacher would be willing to share the board game.

Outside Resources

All resources are available from the Virginia Water Resources Research Center.

Overall Value

The program bridges the gap between academic knowledge and practical application. It teaches basic water facts and figures encourages a new environmentally aware ethic in the student. Besides, ITS FUN.

More Information: Robert Lamons - Annandale High School
4700 Medford Drive, Annandale, VA 22003 • (703) 256 - 4600 • Principal: Ray Watson

ADOPTOR GRANTS

The following adapter grants received funding so that the developers' concepts could be used in other classrooms in Fairfax County Public Schools.

:: PRESCHOOL ::

NONCATEGORICAL PRESCHOOL TOY LIBRARY

Developed by: Beth Scott
Renna Jordan
Keene Mill Elementary School

Adapted by: Kim Beveridge

The Program

A toy library for noncategorical preschool students will enable parents to use and review developmentally appropriate toys with their children. The toys will be checked out to the parents on a monthly basis. Each toy will be accompanied by a list of activities that incorporate the skills that are taught at school. This program will offer toys that may not otherwise be available to some parents and will enable others to preview them before purchase.

Adaptor: Kim Beveridge - Bonnie Brae Elementary School - 5420 Sideburn Road, Fairfax, Virginia 22032 • (703) 239-0493 • Principal: Kay Eckler

:: ELEMENTARY ::

AMERICAN HERITAGE STITCHERY

Developed by: Ruth Ann Barr
Crestwood and Franconia Elementary Schools

Adapted by: Uzma Hussain

The Program

The hands-on activity of quiltmaking to enhance the study of tall tales enables students to retain much information about this integrated language arts and social studies program. The unit and the quiltmaking accommodate various learning styles while teaching children to work together to complete a project. Each student chooses a favorite tall tale character and story. After comparing and contrasting the events from different stories they design quilt design a quilt squares to depict the tales.

Adaptor: Uzma Hussain - Franconia Elementary School - 6043 Franconia Road, Alexandria, VA 22310 • (703) 971-4651 • Principal: Dennis Nelson

AMERICAN HERITAGE STITCHERY

Developed by: Ruth Ann Barr
Crestwod and Franconia Elementary School

Adapted by: Lillie Vinson

The Program

During regularly scheduled art class, fifth grade students will be instructed in basic stitchery. During their social studies program, states will be assigned and the students will do research on climate, geography, history, and culture. Each student will be asked to design a square that will include an outline map of the state and will be a visual representation from the research. The completed quilt will include all 50 states.

Adaptor: Lillie Vinson - Cameron Elementary School, 3434 Campbell Drive, Alexandria, VA 22303 • (703) 960-2323 • Principal: George Towery

AN AUTHOR'S PERSPECTIVE

Developed by: Esther Jarratt
Sleepy Hollow Elementary School

Adapted by: Judith Stewart

The Program

This program, *William Steig Is in My Class*, uses one author's work to improve students' awareness of theme and style. The students read several books by the same author and make a chart showing title, main character, problems, and solutions. They then choose one of these books to use as a pattern and develop their own stories.

Adaptor: Judith Stewart - Fairhill Elementary School - 3001 Chichester Lane, Fairfax, VA 22031 • (703) 560-9752 • Principal: David Chubb

IT'S IN THE BAG WITH BOOKS

Developed by: Susan Giusti
Wolftrap Elementary School

Adapted by: Fran Dixon

The Program

The adaptation of **In the Bag With Books** will help and encourage ESL students to read at home. Books, games, listening tapes, and instructions are placed in the bags to be checked out by the students. The program is very important to most ESL students because they usually do not have an adult at home who is able to read to them in English. It increases reading skills and spoken and listening vocabulary. It is an enticing program, simple to implement, and can be carried on each year with very little cost.

Adaptor: Fran Dixon - Lynbrook Elementary School - 5801 Backlick Road, Springfield, VA 22150 • (703) 451-3151 • Principal: Helene Brower

IT'S IN THE BAG WITH BOOKS

Developed by: Susan Giusti
Wolftrap Elementary School

Adapted by: Sharon Ramsier
Marcia Hershey

The Program

This program serves a culturally and economically diverse student population in which taking home a book bag would give students, especially the needy ones, a real sense of ownership about the school and the materials borrowed. Reading carefully selected materials will promote fun and learning through a multimedia approach. The book bag encourages parental involvement through discussion with their children. The program is for all grade levels and may attract students who are not regular library users.

Adaptors: Sharon Ramsier and Marcia Hershey - Glen Forest Elementary School - 5829 Glen Forest Drive, Falls Church, VA 22041 • (703) 820-2996 • Principal: Judy Estep

IT'S IN THE BAG WITH BOOKS

Developed by: Susan Giusti
Wolftrap Elementary School

Adapted by: Lucille Sorensen

The Program

There is always a great need to encourage early readers to find success with reading. This program is designed to tie home and school together in the reading process. The **It's in the Bag With Books** program can be individualized to meet the needs and interests of many children, from the below-average to the excellent student. It is a flexible program that can be extended and updated regularly to remain fresh and new. It creates a positive bond between parents and the school.

Adaptor: Lucille Sorensen - Bonnie Brae Elementary School - 5420 Sideburn Road, Fairfax, VA 22032 • (703) 323-6597 • Principal: Kay Eckler

TOMORROW'S NEW TODAY

Developed by: Linda Townsend
Springfield Estates Elementary School

Adapted by: Deborah Bullock

The Program

A team of students plans the storyboard, designs graphics, operates music, records on film, and anchors the news desk for the school's daily news program. Students of all abilities and levels of achievement enjoy working on the program. The news show gives everyone a chance to be in the spotlight. It creates positive attitudes toward learning and improves self image. Computer graphics are especially helpful to give the program a professional look. The show is produced and taped during the first half hour of the school day and airs for ten minutes to all classes during the day.

Adaptor: Deborah Bullock - Woodburn Elementary School - 3401 Helmlock Drive, Falls Church, VA 22042 • (703) 971-6618 • Principal: Margaret Keel

:: INTERMEDIATE SCHOOL ::

LISTENING TO LEARN

Developed by: Judith Drew
Anne Fannelle
Carol Johnson
Jane Mayo
Sandburg Intermediate School

Adapted by: Niki Lachica

The Program

Listening to Learn is an adapted program using the medium of auditory learning to enhance and improve reading comprehension of curriculum materials across the subject areas. The program is adapted from **The Constitution is Alive and Well** program, which used a variety of learning media. Audio portions of texts, novels, and supplementary learning materials in science, social studies, and English are made available to low-achieving and learning-disabled students, as well as to any student who prefers an auditory presentation of materials. Students would be required to read along with the tapes in order to increase reading comprehension skills. Parent volunteers help by recording the materials. Hence, students are provided with an appropriate reading model that enhances their learning experience.

Adaptor: Niki Lachica - Sandburg Intermediate School, 8428 Fort Hunt Road, Alexandria, VA 22308 • (703) 360-5800 • Principal: Linda Whitfield

:: HIGH SCHOOL ::

IMMIGRANTS AND MINORITY LITERATURE

Developed by: Linda Blair
Lake Braddock Secondary School

Adapted by: Nicki McAninch

The Program

Researchers (Tway 1989 and Piper 1986) believe that multicultural literature meets the needs of students and helps them grow in understanding of themselves and others. Our school is only three years old; the reading department has a limited number of materials that consider minority issues. The unit of study will integrate eighth grade civics and multicultural literature. It will use appropriate materials about minorities, which will be selected by English, social studies, and reading resource teachers.

Adaptor: Nicki McAninch - Centreville High School, 6001 Union Mill Road, Clifton, VA 22024 • (703) 830-5020 • Principal: William Trussell, Jr.

USING AUDIO TAPES TO IMPROVE THE READING OF UNDERACHIEVERS

Developed by: Sharon Briggs
Ginny Sorrell
Lake Braddock Secondary School

Adapted by: Nicki McAninch

The Program

Information from textbooks and materials being used in the classrooms are taped for students use. Identified students will be encouraged to participate in an after-school study program where they will read their assignment as they listen to the tape. Tapes are also available to content teachers so they can be used by these students when silent reading is a part of the class work. The program has been highly successful for the reluctant readers in secondary school.

Adaptor: Nicki McAninch - Centreville High School, 6001 Union Mill Road, Clifton, VA 22024 • (703) 830-5020 • Principal: William Trussell, Jr.

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